

MCCORMICK SCHOOL DISTRICT

821 North Mine Stret
McCormick, SC 29835

GRADES PK-12

ENROLLMENT 997 Students

SUPERINTENDENT Sandra Calliham, Ed.D 864-465-2435

BOARD CHAIR Oscar M. New 864-465-2329

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	8	6	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

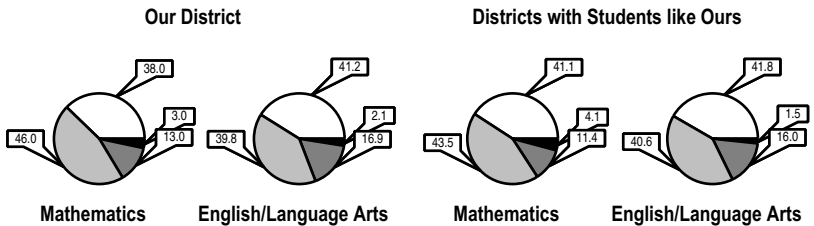
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

83.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	75.0	N/A	N/A	63.5	N/A	N/A
Passed 1 subtest	17.3	N/A	N/A	17.9	N/A	N/A
Passed no subtests	7.7	N/A	N/A	18.5	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	1.6	5.0
Seniors who met the SAT/ACT requirement	1.6	5.0
Seniors who met the grade point average	37.5	38.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	443	99.6	41.2	39.8	16.9	2.1	19.0
Gender							
Male	239	99.2	45.3	38.5	14.5	1.7	16.2
Female	204	100.0	36.5	41.4	19.7	2.5	22.2
Racial/Ethnic Group							
White	54	100.0	22.6	41.5	28.3	7.5	35.8
African-American	388	99.5	43.9	39.4	15.4	1.3	16.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	384	99.7	36.9	42.7	17.9	2.4	20.3
Disabled	59	98.3	69.0	20.7	10.3	0.0	10.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	443	99.6	41.2	39.8	16.9	2.1	19.0
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	443	99.6	41.2	39.8	16.9	2.1	19.0
Socio-Economic Status							
Subsidized meals	354	99.4	42.4	40.7	16.3	0.6	16.9
Full-pay meals	89	100.0	36.4	36.4	19.3	8.0	27.3
Mathematics							
All Students	443	99.6	38.0	46.0	13.0	3.0	16.0
Gender							
Male	239	99.2	41.0	46.6	10.3	2.1	12.4
Female	204	100.0	34.5	45.3	16.3	3.9	20.2
Racial/Ethnic Group							
White	54	100.0	17.0	49.1	30.2	3.8	34.0
African-American	388	99.5	41.0	45.7	10.4	2.9	13.3
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	384	99.5	33.3	48.7	14.6	3.4	18.0
Disabled	59	100.0	67.8	28.8	3.4	0.0	3.4
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	443	99.6	38.0	46.0	13.0	3.0	16.0
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	443	99.6	38.0	46.0	13.0	3.0	16.0
Socio-Economic Status							
Subsidized meals	354	99.7	39.7	46.6	11.7	2.0	13.7
Full-pay meals	89	98.9	31.0	43.7	18.4	6.9	25.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	75	100.0	21.9	42.5	34.2	1.4	35.6
	Grade 4	84	100.0	34.6	40.7	23.5	1.2	24.7
	Grade 5	79	100.0	51.4	39.2	9.5	N/A	9.5
	Grade 6	94	98.9	45.3	43.0	9.3	2.3	11.6
	Grade 7	92	96.7	47.6	45.2	7.1	N/A	7.1
	Grade 8	74	98.6	45.2	43.5	11.3	N/A	11.3
2004	Grade 3	64	100.0	17.5	31.7	39.7	11.1	50.8
	Grade 4	68	100.0	29.4	44.1	25.0	1.5	26.5
	Grade 5	82	98.8	50.6	39.5	9.9	N/A	9.9
	Grade 6	69	100.0	65.2	30.4	4.3	N/A	4.3
	Grade 7	82	98.8	41.8	49.4	8.9	N/A	8.9
	Grade 8	78	100.0	39.0	46.8	13.0	1.3	14.3
Mathematics								
2003	Grade 3	75	100.0	17.8	54.8	24.7	2.7	27.4
	Grade 4	84	100.0	28.4	42.0	19.8	9.9	29.6
	Grade 5	79	100.0	45.9	41.9	10.8	1.4	12.2
	Grade 6	94	98.9	44.2	39.5	11.6	4.7	16.3
	Grade 7	92	100.0	54.1	40.0	4.7	1.2	5.9
	Grade 8	74	100.0	41.9	46.8	11.3	N/A	11.3
2004	Grade 3	64	100.0	28.6	49.2	19.0	3.2	22.2
	Grade 4	68	100.0	25.0	48.5	17.6	8.8	26.5
	Grade 5	82	98.8	43.2	38.3	16.0	2.5	18.5
	Grade 6	69	98.6	50.0	38.2	10.3	1.5	11.8
	Grade 7	82	100.0	42.5	46.3	10.0	1.3	11.3
	Grade 8	78	100.0	36.4	55.8	6.5	1.3	7.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	61	88.5	7.5	49.1	28.3	15.1	43.4
Gender							
Male	25	76.0	11.1	38.9	27.8	22.2	50.0
Female	36	97.2	5.7	54.3	28.6	11.4	40.0
Racial/Ethnic Group							
White	7	I/S	I/S	I/S	I/S	I/S	I/S
African-American	54	88.9	8.3	54.2	27.1	10.4	37.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	57	93.0	7.7	48.1	28.8	15.4	44.2
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	61	88.5	7.5	49.1	21.8	15.1	43.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	61	88.5	7.5	49.1	28.3	15.1	43.4
Socio-Economic Status							
Subsidized meals	46	87.0	7.7	59.0	28.2	5.1	33.3
Full-pay meals	15	93.3	7.1	21.4	28.6	42.9	71.4

Mathematics							
All Students	61	91.8	25.5	41.8	21.8	10.9	32.7
Gender							
Male	25	84.0	40.0	30.0	20.0	10.0	30.0
Female	36	97.2	17.1	48.6	22.9	11.4	34.3
Racial/Ethnic Group							
White	7	I/S	I/S	I/S	I/S	I/S	I/S
African-American	54	92.6	28.0	46.0	20.0	6.0	26.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	57	93.0	23.1	42.3	23.1	11.5	34.6
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	61	91.8	25.5	41.8	21.8	10.9	32.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	61	91.8	25.5	41.8	21.8	10.9	32.7
Socio-Economic Status							
Subsidized meals	46	89.1	30.0	50.0	12.5	7.5	20.0
Full-pay meals	15	100.0	13.3	20.0	46.7	20.0	66.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	70	84.3%	64	1.6%	78	61.5%	N/A
Gender							
Male	28	78.6%	27	0.0%	34	47.1%	
Female	42	88.1%	37	2.7%	44	72.7%	
Racial/Ethnic Group							
White	11	90.9%	7	0.0%	12	58.3%	
African American	59	83.1%	55	1.8%	64	60.9%	
Asian/Pacific Islander	N/A	N/A	1	I/S	1	I/S	
Hispanic	N/A	N/A	1	I/S	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	65	86.2%	57	1.8%	72	65.3%	
Disabilities other than speech	5	60.0%	7	0.0%	6	16.7%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	70	84.3%	64	1.6%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	70	84.3%	64	1.6%	77	61.0%	
Socio-Economic Status							
Subsidized meals	53	81.1%	49	0.0%	57	61.4%	
Full-pay meals	17	94.1%	15	6.7%	21	61.9%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	84.3%	91.1%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	78	179
Number of Diplomas	48	131
Rate	61.5%	74.3%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	401	430	381	428	782	858
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.4	15.2	15.2	16.2	15.8	15.9	16.8	15.7	15.7	15.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 997)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	6.7%	Down from 8.6%	6.5%	5.3%
Attendance rate	96.2%	Up from 95.8%	96.2%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		8.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		7.6%	5.1%
Eligible for gifted and talented	6.1%	Up from 5.6%	6.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 9.5%	10.9%	10.9%
Older than usual for grade	7.4%	Up from 6.9%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 1.5%	1.9%	1.1%
Enrolled in AP/IB programs	13.8%	Up from 5.3%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	162	Up from 59	157	157
Completions in adult education GED or diploma programs	15	Up from 11	15	39
Annual dropout rate	2.8%	Down from 3.0%	2.4%	2.9%
Teachers (n= 80)				
Teachers with advanced degrees	35.0%	Up from 31.7%	46.6%	50.0%
Continuing contract teachers	62.5%	Down from 64.6%	81.0%	84.6%
Highly qualified teachers**	96.7%	N/A	91.6%	92.5%
Teachers with emergency or provisional certificates	14.5%		8.8%	4.4%
Teachers returning from previous year	75.3%	Up from 67.9%	87.6%	89.9%
Teacher attendance rate	93.4%	Down from 95.5%	94.1%	94.7%
Average teacher salary	\$35,388	Up 0.7%	\$38,088	\$40,566
Vacancies for more than nine weeks	2.5%	N/C	0.7%	0.3%
Prof. development days/teacher	15.6 days	Up from 15.2 days	12.1 days	12.0 days
District				
Superintendent's years at district	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.7 to 1	19.9 to 1	21.0 to 1
Prime instructional time	88.2%	Down from 90.0%	88.2%	89.5%
Dollars spent per pupil*	\$8,956	Down 5.0%	\$8,570	\$7,217
Percent of expenditures for teacher salaries*	47.8%	Up from 46.7%	54.0%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	93.8%	Up from 92.6%	93.8%	97.3%
Number of schools	5	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	2	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	12.9%	Up from 12.4%	5.5%	4.3%
Average age in years of school facilities	37	Up from 36	28	26
Number of schools with SACS accreditation	3	No change	4	8
Average administrator salary	\$51,933		\$65,603	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	24.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

What a year! This has been a year of tremendous growth and change. Faculty and staff have been working with curriculum guides that are standards-based and data-driven. School-level projects have enhanced the quality of teaching and learning. Students at McCormick High School, along with high school students across the state, took the first EOC (End of Course) test in May. The EOC is a statewide initiative in the area of assessment and will count 20% of a student's grade. The test is a standards-based assessment.

McCormick Elementary School and LOOP School both met AYP (adequate yearly progress) for the 2003 school year. McCormick Middle School and McCormick High School received retraining grants. Retraining grants are used to provide specific staff development that is geared toward student learning and achievement.

It is the mission of the school district to ensure that every student receives a quality education by providing excellent teachers and utilizing the diverse resources in our community. Partnerships with various organizations and groups in our county and state are being utilized to ensure that our students are successful.

We are excited about the current building project in our district. The new pre-K through eighth grade schools are on track to be completed during the fall of 2004. We anticipate moving into the new school buildings during the 2004-2005 school year.

McCormick County School District Board of Trustees and administration have been busy meeting and planning for the future growth and development of the school district. Many opportunities have been investigated and are being pursued to ensure that the resources needed to have a competitive program of instruction are secured for our students.

Dr. Sandra Calliham
Superintendent